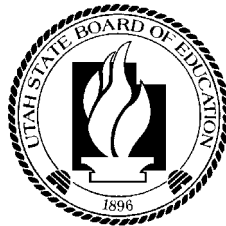


**The Report of the
Accreditation Visiting Team**

**Roosevelt Junior High School
265 North 300 West
Roosevelt, Utah 84066**

November 6 and 7, 2002



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Roosevelt Junior High School
265 North 300 West
Roosevelt, Utah 84066**

November 6 and 7, 2002

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation November 6 and 7, 2002, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Roosevelt Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Guy Coleman is commended.

The staff and administration are congratulated for the generally fine program being provided for Roosevelt Junior High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Roosevelt Junior High School.

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David Stevens.....	Special Education
Rex	Special Education

ROOSEVELT JUNIOR HIGH SCHOOL

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Counseling

Lena PuroCounselor

Support Staff

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Ann Chapman
Jenna Cuch
Laura Hackford
Elizabeth Hoschouer

Mary L. Jenkins
Travis Keyser
Alan King
Debbie Mitchell
Jodi Oliver

Timothy Rockwood
LaRae Taylor
Jackie Thacker
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Kimberley Murray
David C. Neal
John E Osborne
James Sasser

Brian Stucki
Lisa Taylor
Ann Wakefield
Sandy Wayman
Rachel Wheeler
Casey Winn
Lane Yack

ROOSEVELT JR. HIGH SCHOOL

MISSION STATEMENT

Roosevelt Junior High,
In partnership with families and community,
Is committed to provide all students a safe and positive educational Environment, stressing
academic excellence, social accountability, and Emotional growth, with the goal of
developing responsible adults
Who share our lifelong love of learning

BELIEF STATEMENTS

(Alphabetically listed)

ACCOUNTABILITY

We believe that teacher, students, and parents should be accountable for academic performance; we commit to open communication that will facilitate mutual accountability.

ASSESSMENT

We believe that there are many measures of a successful school including ongoing student evaluation through standardized tests, traditional, and nontraditional assessment; we commit to use the information derived to enhance teaching quality and student achievement.

BEHAVIOR MANAGEMENT

We believe that emotional growth will occur when personal integrity is expected; we commit to deal with negative behavior using management tools that are fair, relevant, consistent, and timely.

CHARACTER DEVELOPMENT

We believe that mutual respect and social responsibility among all member of the school community will promote positive character development; we commit to be positive role models for our students as we share our time and talents.

COMMUNITY PARTNERSHIP

We believe that effective education is the shared responsibility of administration, faculty and staff, community, family, and individual students; we commit to fostering healthy interaction among these partners.

ENVIRONMENT

We recognize that physical surroundings affect learning; we commit to continued improvement of our classrooms, buildings, and grounds to create a stimulating educational climate.

MOTIVATION

We believe that people are motivated differently; we commit to provide experiences and an atmosphere that will inspire everyone in the school community toward success.

PROFESSIONAL DEVELOPMENT

We believe that professional development and teacher evaluations are vital for an educator's continued success in the classroom; we commit to being examples of lifelong learning.

RECOGNITION

We believe that positive recognition of both students and educators is essential; we commit to provide frequent opportunities for acknowledgement.

SCHOOL SAFETY

We believe that our school must be safe; we commit to provide a safe environment for our students.

TEACHING METHODS

We believe that a variety of teaching methods is necessary to accommodate multiple learning styles, allowing all students to master the basic knowledge and skills outlined in the Utah Core Curriculum; we commit to provide enrichment opportunities which further enhance independent thinking, an appreciation of real-life applications, and respect for academic excellence.

MEMBERS OF THE VISITING TEAM

Robert Streamer, W. Russell Todd Elementary School, Uintah School District,
Visiting Team Chairperson

Laura Ahrnsbrak, Discovery School, Uintah District,

Tina Daniels, W. Russell Todd Elementary School, Uintah District,

Virginia Roybal, W. Russell Todd Elementary School, Uintah District

Pamela Yama, W. Russell Todd Elementary School, Uintah District

Georgia M. Loutensock, Utah State Office of Education

VISITING TEAM REPORT

ROOSEVELT JR. HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Roosevelt Jr. High is located in Roosevelt, Utah, west of the city center. It was built in 1967 and presently houses 7th and 8th grade students. Currently, there are forty students enrolled coming from Neola, Myton, Roosevelt, and other small surrounding communities. Staff members and teachers total over forty, including support staff, clerical, custodial, and cafeteria workers. The majority of teaching staff has been at the school for approximately five years.

a) *What significant findings were revealed by the school's analysis of their profile?*

Analysis of the school's profiles document lower than average reading proficiency levels in both grades with comprehension being an area of greatest concern on the SAT. Other academic subjects show similar SAT scores. The school's "Needs Assessment" surveys provide a reflection of the students, staff and parents perceptions (several views differed), which they are beginning to use to determine priorities and build a strong foundation for educational excellence. As a total school, they demonstrated emerging staff collaboration both inter- and intra-departmental; however, some departments are further advanced. The administration provides strong school leadership that promotes quality instruction by fostering an academic learning climate and actively supports teaching and learning. Recognition of the school improvement process and commitment to its continuation is evident throughout the school community.

b) *What modifications to the school profile should the school consider for the future?*

The school profile contained an over abundance of information, some of which was cumbersome and time consuming to decipher. Revisiting the document and revising it to be a more succinct profile of the students and community served by the school would be beneficial and assist in determining direction and setting priorities of the school community. Many of the effective practices and programs in place at the school were not clearly documented in the profile.

Suggested Areas for Further Inquiry:

- The profile needs to fulfill the general requirements of a quality information management system that will guide the school improvement process.
- Keeping the Department Profiles-Teaching Assignments and Faculty Information current would also help clarify the picture of the school
- The collection of demographic data pertaining to the students and community served by your school is a critical domain of information that needs to be included in the profile.
- How the findings of the analysis of the demographic information is being addressed needs to be included in the profile.
- Refer to and follow the guidelines as outlined in the National Study of School Evaluation Comprehensive Guide for Data-driven and Research-based School Improvement Planning. (NSSE School Improvement)
- Simplify charts and graphs on the school surveys to increase clarity and usability.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

A consensus building process is established that involves the school community in defining the school's beliefs, mission, and goals. Interview responses indicate collaboration over a length of time and a realignment of the school focus to meet newly surfaced issues.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study reflects some of the school's strengths and most of its limitations; however, it left out additional strengths.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Roosevelt Jr. High School's desired results for student learning are as follows:

Safe Educational Environment

Students will contribute to a safe school environment by choosing behaviors which support Utah and Duchesne County Schools' Safe School policies as measured by discipline referrals compared to school population.

Academic Excellence

Students should leave RJHS with reading, writing, speaking, problem solving, and creative thinking skills – in accordance with Utah Core Curriculum – to function successfully in high school as measured through grades, standardized tests, portfolios, projects, and nontraditional assessments.

Social Accountability

Students will treat each other and staff with dignity and respect as measured by discipline referrals compared to citizenship recognition.

Emotional Growth

Students will exhibit emotional and socially mature behavior as they develop positive character traits as measured through common everyday courtesy, showing empathy through service learning, and working in teams.

Development of Responsible Adults

Students will develop a sense of duty and honor to self, others, country, and the world and its people, by being responsible to get school work in on time, to be to class on time, to be prepared and meet deadlines, to take care of the building and grounds, and to use appropriate public language and behavior.

Lifelong Love of Learning

Students will recognize the benefits of learning that will enable them to be explorers of the world as they are introduced to great ideas and works of art, literature, science, history, government, philosophy and moral values. This will enable them to pursue and achieve their future goals.

Although the DRSLs are clearly stated in the profile, based upon interviews, departmental meetings, and the school profile, their action plan more clearly defines the overriding DRSLs.

Roosevelt Junior High Action Plan

1. Improve Student Personal Reading Level
2. Improve School Environment
3. Increase Parent and Community Involvement
4. Enhance the Instructional Process
5. Increase Departmental Development/Communication

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The establishment of a revised mission statement was the result of many months of parent group meetings, department meetings, accreditation committee meetings, and much compromise.

The mission statement now needs to be used to empower students and teachers in defining the compelling purpose and direction for the school. This next step will help unify the school community and create opportunities, built on the previous commitments, to continually enhance the school community educational environment.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's belief statements are comprehensive and address key issues pertinent to effective decision-making and policy development in the school.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The mission statement and beliefs align most closely to the school's action plan, which more clearly identified the DRSLs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure that the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Within each department, the curriculum with CRT accountability is based on clearly defined standards that reflect worthwhile expectations for student learning. School wide the results of assessments of student learning are reviewed periodically and in some instances lead to adjustments or modifications of the instructional process to help students improve their learning. A logical next step would be to place a greater emphasis on interdepartmental cooperation and coordination of curriculum objectives.

- b) *To what extent does the teaching staff, work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Efforts are beginning to be made to coordinate the curriculum across content areas that will lead to a shared vision for student learning. Academic departments are in different stages of implementation and commitment to the need for collaboration of the DRSL's both as a department and as a school. It is evident that ongoing discussions are held as the process moves forward. What appears to have begun as an undercurrent of a willingness to change is strengthening into a strong foundation to build on.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Based upon classroom observations and faculty self-assessments, a variety of teaching strategies are designed and implemented to engage the students. A majority of the teaching staff is trained in ESL strategies and RJHS utilizes the JPAS evaluation to assist in monitoring teaching effectiveness. The next step is to expand the training to include all staff members.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Observation and documentation of accommodations were demonstrated throughout the school. Adjustments and modifications to the instructional process are being made based on the needs of the student. Additional strategies are discussed in departmental meetings and students are provided with various avenues to perform and demonstrate mastery. The use of this process varies from department to department.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students are provided on a consistent basis with a variety of opportunities to receive additional assistance to improve their learning; e.g., accessibility of the library, The Connections Program, Wednesday Reading Program, collaborative classes, and a quality assessment system. Interviews with teachers reported cross-content projects have been used to assist in student learning (just beginning based on teacher interaction with peer).

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

In the school profile, the focus group addressing quality assessment systems provided a "laundry list" of both classroom and school-wide assessments. However, in order to have a clearer shared vision of successful student learning, an evaluation of the effectiveness of these assessments needs to be undertaken both within each department and school-wide.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

See (a) above.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

See (a) above.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

There is a clear and strong leadership component evident throughout the school. The school has established an academic learning climate in which teaching and learning are supported.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The decision-making process is data driven, research based, collaborative and provides opportunities for the meaningful involvement of the school stakeholders.

- c) *To what extent does leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school leadership actively and regularly monitors student progress and the effectiveness of instructional practices in achieving the essential knowledge and skills for their learning.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient, and effective learning environment?*

School-wide policies and operational procedures are consistent with the school's beliefs and mission and are designed to maximize opportunities for successful learning.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The allocation and use of resources are aligned with the school's goals. An overview of the needs identified in the school surveys is being looked at in order to use the resources most effectively.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

There is strong evidence that the school leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.

Community Building

- a) *To what extent does the school foster community building and working relationships within the school?*

Positive and productive working relationships are established among students, teachers, support staff and administrators. They have identified a need for school-wide commitment to a common goal of positive change developing and increasing ongoing communication.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

There is limited effort to extend the school community by establishing networks of support for student learning with all parents and families, the larger academic community, or with community members in groups. Publicity of student learning, activities and achievements is strong and can be used to move to the next step of increasing participation.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Professional development programs are designed to facilitate the acquisition and implementation of new knowledge and skills by all staff. However, the focus group does not feel it is currently a top priority.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school fosters an understanding of the change process among all those who have a stake in the work of the school. Opportunities for training and developmental workshops are offered. The school sustains the commitment to continuous improvement and renewal.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS, COLLEGES, AND UNIVERSITIES (NASCU) STANDARDS I-X

Most Utah public junior high and middle schools are not accredited through NASCU.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

Overall, the action plan is clearly articulated and realistic in scope. Action plan #3 (Increase Parent and Community Involvement) needs to be expanded to include additional activities that will reach those parents who may be reluctant to become involved.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and system-wide?*

There is strong commitment to the action plan and a realistic appreciation for the time and effort involved in moving to the next step.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

Resources and responsible parties have been clearly identified; however, timelines need to be added to insure the follow-up process.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Strong leadership from both administration and faculty.
- Cohesiveness of staff as evidenced by their enthusiasm to continue with the accreditation process and reflection of the progress that has already been made based on the work preparing for accreditation status.
- Instructional time is valued; e.g., lack of interruptions through use of intercom.
- Collaborative classes between Special Education teachers and regular classroom teachers.
- Wednesday reading time.
- Remediation plan.

Recommendations:

- Focus groups and faculty should come together with each department becoming their own focus group using the NSSE rubrics (Blue Book) similar to the format used by the Curriculum Development focus group. (See Appendix B)
- Need to address the needs of the high achieving students.
- Condense the profile to make it more focused and “user friendly”.